

## SY 2021-22 Continuous Education Plan (CEP)

**LEA Name: Richard Wright PCS for Journalism and Media Arts**

**LEA Head of School Name: Marco Clark, Ph.D.**

**LEA Type: Middle School;High School**

**Date Generated: 08/24/2021**

### Background and Purpose

The Office of the State Superintendent of Education (OSSE) asked all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2021-22 school year in order to communicate a detailed explanation of their plans to provide both a full 6-hour day of in-person instruction for all students five days a week and to offer distance learning under limited circumstances, including to students with medical certifications; to accommodate staff or students needing to quarantine; and in response to changes in public health conditions. Additionally, LEAs will use the CEPs to communicate to OSSE and the public their plan for supporting a **Safe Reopening, Student and Staff Well-Being, and Accelerated Learning**. For LEAs receiving ESSER III-ARP funds, the CEPs also satisfy US Department of Education requirements for developing plans for a safe return to in-person instruction and continuity of services, as well as plans for the use of ESSER III-ARP funds. **The plan below has been approved for these purposes.**

The CEP application was closely aligned to OSSE's [Guiding Principles for Continuous Education](#). These guiding principles are intended to help LEAs develop effective and equitable CEPs that support Safe Reopening, Student and Staff Well-Being, and Accelerated Learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

LEAs receiving ESSER III-ARP funds must update their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. LEAs not receiving ESSER III-ARP funds may choose to periodically update their plans based on the evolving nature of the District's response to the pandemic. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

## Application Questions

### Safe Reopening

#### 1.B: Support Across Learning Environments

1. For LEAs serving PK-12 grades: **Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:**
  - a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and
  - b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and
  - c. The LEA's operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:
    - i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and
    - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.

Richard Wright is committed to full-time in-person instruction in our current space and will accommodate all students (325-350) in person five days a week with the current number of staff members (50). Richard Wright PCS students will participate in a 6- hour day of learning for in-person learning with 90 minute classes, operating in a 4x4 schedule. The school day will begin at 8:30a.m. and end at 3:45p.m. to ensure there is adequate time for cleaning and to rebuild our school culture with our students who have engaged in distance learning during the Covid-19 pandemic.

The schedule below will serve as a virtual, hybrid and in person scheduled. Therefore students and staff excluded from school due to confirmed or suspected Coronavirus(Covid19)exposure will follow the schedule listed below.

#### Students will participate in the following In-person Instructional Schedule

Time	Activity	Personnel	In-Person Learning
8:30am 9:00am	Arrival- Breakfast & Family Mattes	All Staff	Community Meetings

9:00am 10:30am	First Period	Content Teacher	Reach/Warm-Up Direct Instruction Guided Practice Independent Practice Exit Ticket
10:30am-12:00pm	Second Period  3 Lunch periods and break	Content Teacher  Engagement Leader	Reach/Warm-up Direct Instruction Guided Practice Eating/ Restroom Break
12:00pm- 1:30pm	Third Perioder	Content Teacher	Reach/Warm-up Direct Instruction Guided Practice Independent Practice Exit Ticket
1:30pm- 3:00pm	Fourth Period	Content Teacher	Reach/ Warm-Up Direct Instruction Guided Practice Independent Practice Exit Ticket
3:00 pm	Dismissal	All Staff	Staggered Dismissal Following School Operation Plan

The RWPCS's administration and the school nurse will follow the CDC guidelines and serve as the contact person(s) to schedule times/ arrangements to pick up instructional materials for both the family and school staff.

2. For LEAs serving PK-12 grades: Distance Learning for Students with Medical Certifications: Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:

- **a. Who will deliver the LEA's distance learning program for students with medical certifications (select one):**

- ☒ The LEA itself
- ☐ Another District LEA (please select name)
- ☐ One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning (please select name(s) of partner LEAs)

- **b. How the LEA will deliver its distance learning program (select one):**

- ☐ Centrally at the LEA level
- ☒ By campus/at the school level
- ☐ Both (please describe the LEA's approach)

- **c. District regulations require a 6-hour instructional day for all students. Describe the LEA's approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.**

Richard Wright in partnership with Verizon Wireless will provide laptops and hotspots to students participating in distance learning, in addition each student will receive a class schedule for a 6-hour instructional day. Students participating in distance learning will follow a class schedule comparable to the in person instructional day. Students schedule and assigned technology will allow students access to real-time synchronous instruction via laptop with support from the course instructor. The synchronous instruction will occur concurrently with in person instruction.

- **d. Describe how the LEA will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments;**

Richard Wright in partnership with Verizon Wireless will provide each student with medical certifications a laptop and hotspot allowing for active student participation on the distance learning platform.

- **e. Describe how the LEA will continue to provide resources to families of students with medical certifications to support distance learning, including materials, set-up of effective spaces for learning and technology training for families; and**

Richard Wright IT department along with the operation team in collaboration with the Verizon Innovative Learning Program we will distribute laptops and hotspots to support instruction and daily activity on a distant learning platform. Students will have access to any and all required materials. In addition their families will receive training in all digital platforms utilized by Richard Wright (ex: Google Classroom and Zoom)

- **f. Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) in the program.**

Richard Wright students with medical certifications will be able to participate through the following platforms: Google Classroom, GMail, Zoom and Khan Academy. Instruction will be both synchronous with teacher support and asynchronous. Students will follow the Richard Wright curriculum and modifications and accommodations will be provided based on student needs. In addition students will have access to teacher-generated resources and required materials for each course of study.

## **Student and Staff Well-Being**

### **2.A: Whole Child Supports**

- 3. Describe the LEA's plan for supporting students' social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:**
  - **a. How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;**
  - **b. How the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so; and**
  - **c. How the LEA will provide direct mental and behavioral health services for students in need.**

The behavioral health team will continue to provide mental health awareness opportunities at our established weekly "Wellness Wednesdays" presentations during "Family Matters". We will continue to provide in class presentations on 1) mental health awareness; 2) signs of healthy relationships; and 3) self-care and mindfulness. This is part of our regular programming provided each school year. There will also be a monthly newsletter sent out to the school community from the wellness team that provides general tips, psychoeducation, and other resources for mental wellness.

The referral process is a one-page form that can be filled out by the student themselves, staff, teachers or parents. There are multiple screening tools used by the behavioral health clinicians. The Child and Adolescent Trauma Screener (CATS) is used for assessing PTSD symptoms in students. There is an in-class depression screener that is given to 8<sup>th</sup> and 9<sup>th</sup> grade classes as a part of the “Signs of Suicide” presentation, presented by the mental health clinicians annually. We are also implementing the Trauma Exposure Checklist, school wide, this tool makes an assessment of stressors that students have experienced as well as how those stressors may be affecting their functioning. This is a part of the implementation of the evidence-based group intervention Cognitive Behavioral Interventions in Schools (CBITS).

The behavioral health clinicians will continue to provide individual therapy services and small group counseling for students in need. Groups cover a range of targeted topics, such as transitioning into high school, transitioning out of high school, grief and loss, relationship building and anger management. Students can be referred by teachers, staff, parents, or can self-refer themselves for these services. We are also always developing new groups and services based on needs.

- 4. Describe the LEA’s proactive approach to behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.**

The behavioral health clinicians utilizes a trauma informed approach to discipline, by assisting staff in conflict resolutions meetings as needed. There are also opportunities to present at professional development sessions on the ways trauma manifests itself in the classroom and so of the things to expect as we transition back into school post pandemic. Also, a weekly yoga group will be held to assist students with developing mindfulness skills so they can cope better with triggers they may experience in the school environment.

- 5. For LEAs serving PK-12 grades: Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.**

NA

## **2.B: Educator Wellness**

- 6. Describe the LEA's plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including:**
- **a. Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators' own social-emotional and mental health; and**
  - **b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.**

The behavioral health clinicians will provide ongoing monthly professional development sessions for teachers and staff on a variety of topics of including but not limited to – psychoeducation of common mental health issues affecting adolescents; self-care techniques for staff and students; recognizing trauma in students and appropriate interventions; mental health awareness; how to support students through grief and loss.

The behavioral health clinicians and wellness team are planning to host a mental health fair in the Fall. We will partner with community organizations to inform the staff and community of the resources available to them.

## **2.C: Family Engagement**

- 7. Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:**
- **a. How the LEA will solicit and incorporate student/family feedback on these plans, both before the school year starts and consistently as the school year progresses;**
  - **b. How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including how the LEA will reach families who speak a language other than English; and**
  - **c. How and when the LEA will communicate with families their student's status and progress with learning as informed by LEA-selected assessments.**

Richard Wright Public Charter Schools has communicated and will continue to consistently communicate with families about

safe reopening plans, processes, precautions and emergency protocols. Richard Wright will also provide weekly updates

about the status of every students well-being, and accelerated learning. Richard Wright will continue to clearly and consistently

provide updates via our website, social media platforms, weekly “Robo Calls” and Parent Nation Meetings on Zoom.

Families will also be alerted of enrollment events, and Back to School Night PTA.

Richard Wright Public Charter Schools will continue to clearly and consistently meet the needs of our diverse community. All

details of various topics will be available in every language that our school community requires as a result of our Student/Family Home Language Surveys. As an added support,

Wright Schools will have our ELL Coordinator translate all information for our non-English Speaking Families via phone

calls, information in print, emails and letters mailed home.

Richard Wright Public Charter Schools will continue to clearly and consistently solicit student and family feedback in regards

to reopening plans during our Family Zoom sessions to be held weekly and per grade level. Our team will review and

incorporate feedback so that we can maintain a safe learning environment, especially during any moments of interrupted

instruction and accelerated learning.

Richard Wright Public Charter Schools will continue to clearly and consistently monitor student progress and adjust supports.

Wright Schools will also offer access to the PowerSchool Parent Portal which affords families the ability to view real time

attendance and grades. Our PowerSchool data base will also send mid quarter progress reports and quarterly report cards,

as well as Parent/teacher Conferences Virtually each Quarter.

## **2.D: Attendance and Re-Engagement**

### **8. Describe the LEA’s approach to re-engaging students who were consistently less engaged with distance learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year.**

Richard Wright Schools is offering summer enrichment support for our special population of students as well as the small population of students who demonstrated a level of disengagement during the school year. Wright Schools will also



address the population of students who need extension of learning because of their high level ability to mastery the academic lessons taught. Wright Schools will also offer an early and late program during the 2021/2022 school year to address enrichment remediation and extension of learning for high achievers.

Richard Wright Public Charter Schools will continue to clearly and consistently solicit and incorporate student and family feedback through our Weekly Parent Nation Meetings, Robo Calls, Website, Emails, Text Messages and personal calls through our Parent Community Liaison Office

### **Accelerated Learning**

#### **3.A: Set Clear Goals and High Expectations for All Students**

**9. How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:**

- ☐ Taught fewer standards than in a typical school year / not able to teach all the standards
- ☐ Taught a narrowed or prioritized set of standards relative to a typical school year
- ☒ Did not adjust standards / Taught the same standards as a typical year
- ☐ Adjusted curricular scope
- ☐ Adjusted curricular sequence
- ☒ Did not adjust curriculum / followed same curricular scope and sequence as a typical year
- ☐ Adjusted types of assessments administered
- ☐ Adjusted assessment administration schedule and/or frequency
- ☐ Adjusted use of assessment data for planning instruction

**10. Describe the LEA's approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:**

- a. For which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year?**

- ☒ English language arts (ELA)
- ☒ Math
- ☒ Science

☐ English language proficiency

- **b. Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of-course and end-of-year assessments;**
1. **San Diego Quick Assessment-** The San Diego Quick Assessment (SDQA) gives us a picture of the individual student's ability to recognize words based on grade level scale. The SDQA is administered to all 8<sup>th</sup> through 12<sup>th</sup> grade students in August at the beginning of the school year.
  2. **Diagnostic Online Reading Assessment (DORA)-** DORA is the assessment that is taken by our 8<sup>th</sup>-10<sup>th</sup> grade students through our reading program Let's Go Learn (LGL). This assessment gives us an overall picture of where our students are in comparison to the five parts of reading (Phonics, Phonemic Awareness, Fluency, Spelling and Comprehension).

Richard Wright PCS students will participate in various kinds of assessments (as stated below, but not limited to):

- Diagnostic
- Writing Prompts
- Short cycle assessments
- Performance Based Assessments
- Tools to access lexile levels of students
- 10 Day Assessments
- Benchmark
- End-of-quarter and end of year assessments

**The non- state summative assessments that will be administered for the 2021-22 ELA, Math and Science content are as follows:**

- **SanDiego Quick Assessment (SDQA)- ELA**
- **Diagnostic online Reading Assessment (DORA)-ELA**
- **Diagnostic online Personalized Instructional Program (IXL)- ELA, MATH**
- **Writing Prompts- ELA,MATH,SCIENCE**
- **10 Day Assessment- ELA, MATH, SCIENCE**
- **Benchmark- ELA, MATH, SCIENCE**
- **End-of- quarter- ELA, MATH, SCIENCE**

- **End-of- year- ELA, MATH, SCIENCE**

- **c. A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set);**

Answer: Listed is an example of the 10-Day assessment scheduled at Richard Wright PCS. Richard Wright PCS 10-day assessment is given every 10 days starting in the month of September 2021, ending May 2022. Assessments are administered in a three-day window according to the assessment subject schedule, every subject area at RWPCS is assessed.

10 Day Assessment Subject Schedule

Grades	Day 1	Day 2	Day 3
8th Grade	English	Math American History-Sem.1 Geography -Sem 2	Physical Science-Sem1 Health-Sem1 Visual Art-Sem 2 Band/Dance-Sem 2
9th Grade	English Sem-1 Journalism Sem 2	Math U.S. History-Sem1 Earth Science- Sem 2	Music/History of Dance Music Production/History
10th Grade	English-Sem 1 Journalism-Sem2	Math Latin	Film Biology-Sem1 History-Sem2
11th Grade	English Sem 1 Journalism Sem 2	Math Latin	History-Sem 1 Chemistry-Sem1

			Graphic Design-Sem2
12th Grade	English-Sem1 Journalism Sem2	Math Latin	African American Studies-Sem1 DC History- Sem 2 Physics-Sem 2

- **d. Whether you set goals<sup>3</sup> for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
  - i. Whether these goals are set by the assessment provider or are determined by the LEA; and
  - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and
- At Richard Wright PCS we use benchmarks and progress monitoring goals to capture data that can be used to inform instruction as well as identify learning gaps. Individual teachers have created a data tracker which helps teachers to be able to inform and guide expectations for students growth performance, as well as make instructional decisions to improve instruction throughout the school.

**At Richard Wright PCS teachers set their learning goals based on what students are expected to know and be able to do. Additionally, teachers set goals based on Common Core standards and the scope and sequence of the content curriculum. Teachers will use this non- summative assessment data to help determine student’s strengths and weaknesses based on the standards and content goals.**

**Finally, after reviewing the data, teachers will provide reteach lessons and make any adjustments to their instructional practices/ or targets based on the student mastery or non-mastery of the initial assessment.**

- **e. How the LEA will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year, including whether and how this approach differs across schools, specific groups of students, content areas and/or grades; and**

Richard Wright PCS will monitor student progress on non- summative assessments and use this information to analyze for instructional purposes and address the needs of students across our school.

**At Richard Wright PCS the Ten Day assessment differs across schools, specific groups of students and content areas in three domains, which are, schedule of Assessment, length of assessment and the structure of assessment.**

**First, the schedule of assessment is administered in a three- day window according to the assessment subject schedule.**

**Secondly, the length of assessment increases throughout the school year, in order to build student testing stamina. For example, in quarter 1: students would have 30 minutes of testing, quarter 2: students would have 45 minutes of testing, Quarter 3: students would have 60 minutes of testing and in quarter 4: students would have 75 minutes of testing.**

**Lastly, the structure of assessment supports the creation of several different question types. All Ten Day Assessment will mirror the rigor and language of the Partnership for Assessment of Readiness for College and Career (PARCC). Each Ten Day Assessment must contain:**

<b>Question Type</b>	<b>Description</b>
<b>Selected Response</b>	<b>Presents students with a question followed by a list of choices. Only one choice may be selected.</b>
<b>Multiple Select</b>	<b>Presents students with a question followed by a list of choices. Multiple selections are allowed.</b>
<b>Brief Constructed Response</b>	<b>Presents students with an open-ended prompt or question. Optimal student</b>

	responses are well-supported and brief.
<b>Extended Constructed Response</b>	<b>Presents students with an open-ended prompt or question. ECR's often demand the use of higher level thinking skills, such as analysis, synthesis, and evaluation. Extended responses are much longer and more complex than short responses.</b>

- **f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.**

**At Richard Wright PCS we will make sure collaboration is ongoing with teachers and staff from non- public schools to assess the effectiveness of instruction for our students. Caseworkers and teachers will maintain contact logs and copious notes on students to ensure learning is not interrupted.**

**In addition to maintaining contact logs and copious notes, case managers will provide co-planning with general education teachers to embed accommodations or modifications into activities and work assignments.**

**Also, case managers and general education teachers will collaborate with other Special education team members, technology Specialists and parents from non-public schools to identify needed support and provide support to those students who are in need of additional instructional support.**

### **3.B: Employing Intentional Strategies for Accelerating Learning**

- 11. Describe the LEA's overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.**

**Richard Wright PCS overall approach to addressing interrupted instruction are focused in two areas, Student engagement and high- quality instructional strategies. The student engagement and high-quality instruction in Math and Science are based on instructional**

strategies that promote student learning.

For Instance, teachers empower their students by making students feel comfortable with online learning, effectively using interactive videos and math manipulatives. This pedagogical strategy builds positive relationships and fosters student engagement.

Another aspect of student engagement and high-quality instruction is designing tests and assignments that require students to produce authentic products to demonstrate mastery and understanding. Instruction is student centered and standards based; therefore students take an active role in the learning process.

**12. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply):**

- **a. Adjusted Scheduling**

- ☒ Adjusted class/block/bell schedules
- ☒ After-school programming
- ☐ Longer school day
- ☐ Longer school year
- ☐ Summer 2021 programming
- ☐ Summer 2022 programming
- ☐ School break/holiday programming
- ☐ Weekend programming (e.g., Saturday school)

- **b. Instructional Changes**

- ☐ High-dosage tutoring

- ☐ New curriculum purchase
- ☒ New intervention program or support
- ☒ New uses of staff planning time for accelerated learning
- ☒ New professional development for staff on accelerated learning

• **c. Staffing and Related Supports**

- ☐ Additional staffing
- ☐ Additional vendor and/or community partner support
- ☐ New hardware purchase
- ☒ New software purchase

• **d. Other**

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- **e. In the space below, please describe in detail the LEA's approach to implementing each strategy selected above and how it will accelerate student learning.**

1.

**Answer: Tier 1. Richard Wright PCS will utilize the four by four schedules in order to provide students with multiple opportunities to address learning loss. Through the 90 minute block schedule students will maximize accelerated learning opportunities. In addition the use of school break/holiday enrichment authentic projects and standard based activities will afford students the opportunity to work on specific skills and content as a form of intervention. Additional enrichment opportunities to address learning loss will be provided through the implementation of Saturday School and Summer learning programs during the summer of 2022.**



**Answer:** Tier 2- Through the use of screeners and diagnostic tools we will be able to analyze student data to provide a strategically focused approach to academic enrichment as well as provide target support for academic interventions.

**Answer:** Tier 2-The screener and Diagnostic tool that will be used for the 2021-22 ELA and MATH content are as follows:

- San Diego Quick Assessment (SDQA)
- Diagnostic Online Reading Assessment (DORA)
- Diagnostic Online Instructional Program (IXL)
- 
- The San Diego Quick Assessment (SDQA) gives us a picture of the individual student's ability to recognize words based on a grade level scale. The SDQA is administered to all 8th through 12th grade students in the beginning of the year and benchmark quarterly throughout the school year.

7.

The Diagnostic online Reading assessment (DORA) is taken by our 8th, 9th, and 10th grade students through our reading program, Let's Go Learn (LGL). This assessment gives us an overall picture of where our students are in their Lexile Level according to the five parts of reading (Phonics, Phonemic Awareness, Fluency, Vocabulary and Comprehension).

The Diagnostic online Instructional program (IXL) is a diagnostic tool used to assess students' knowledge and pinpoints students' grade level proficiency in key mathematical concepts and language arts strands.

In addition to assessing students' knowledge, the IXL creates personalized action plans for each student. This allows teachers to differentiate instruction, fill individual knowledge gaps, and facilitate meaningful progress.

**Answer:** Tier 3- At Richard Wright PCS we will take a multifaceted approach which will include a combination of the following: New hardware and software, additional staffing and community support. As a part of community support we have entered into a partnership with Verizon Wireless. The partnership provides the school with new hardware in the form of laptops and hotspots software. These tools will assist us in addressing learning loss and will help to narrow the learning gap by providing students with the tools needed in order to bring equity to the classroom through greater access.

**Answer: Tier 3- The name of the technology tools and programs that will be used at Richard Wright PCS are as follows:**

- **Chromebooks and Laptops- Hardware**
- **All students will receive 20 Hotspots and 30 gigabyte a month per device- Software**

10. **Answer: Tier 3-The academic programs that will be supported by Verizon Wireless Partnership is as follows:**

- **Khan Academy- Software**
- **Let's Go Learn- Software**
- **Google Suite- Software**
- **IXL Personalized Instructional Program- Software**

1. **Richard Wright PCS will utilize the four by four schedule in order to provide students with multiple opportunities to address learning loss. Through the 90 minute block schedule students will maximize accelerated learning opportunities. In addition the use of school break/holiday enrichment authentic projects and standard based activities will afford students the opportunity to work on specific skills and content as a form of intervention. Additional enrichment opportunities to address learning loss will be provided through the implementation of Saturday School and summer learning programs during the summer of 2022.**
2. **Through the use of screeners and diagnostic tools we will be able to analyze student data to provide a strategically focused approach to academic enrichment as well as provide target support for academic intervention.**
3. **At Richard Wright PCS we will take a multifaceted approach which will include a combination of the following: new hardware and software, additional staffing and community support. As a part of community support we have entered into a partnership with Verizon Wireless. The partnership provides the school with new hardware in the form of laptops and hotspots software. These tools will assist us in addressing learning loss and will help to narrow the learning gap by providing students with the tools needed in order to bring equity to the classroom through greater access.**

13. **Describe the LEA's approach to reviewing and revising its staff professional learning plan to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs around safe reopening, well-being and accelerated learning.**

Through a collaborative approach and teacher feedback the instructional team reviewed and revised

its staff professional development menu and calendar to include Professional Development topics that are coached by the lessons learned during the pandemic. The Professional Development plan focuses specifically on the skills staff need to engage students in an accelerated learning program that accounts for specific CDC guidelines and student emotional well being.

**At Richard Wright PCS one of the lessons learned during the pandemic was assessing what we needed in terms of technology. The digital divide was greater than what we anticipated. So then, we will provide ongoing training for teachers who not only lack the skills to use technology, but to also help them feel comfortable and confident teaching on zoom while at the same time engaging their students.**

**Therefore, during the 2021-22 Summer Teacher Institute, content teachers will continue to participate in synchronous training sessions related to the use of Zoom and Google classroom for instructional purposes. This training will serve as an upgrade to previous training teachers received in the spring of 2020 school year.**

**In addition to the Summer Teacher Institute, teachers will participate in weekly professional development learning sessions. The professional development learning sessions will focus on strategies (but not limited to) Journalism and Media Arts content, assessing students learning, troubleshooting IT issues, engagement, and building community and culture through in person learning and remote learning.**

**During professional development, both teacher and academic leaders will receive training and will be given time to collaborate and develop intervention support plans for new and emerging students that centers on their well-being and accelerated learning needs.**

**Furthermore, content teachers will have ongoing collaboration time built into the instructional day to work with Special Education providers, mental health coordinators, and English Language specialists as well as, all wrap around service technicians that support our student's emotional and physical needs.**

**14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance students' academic and/or social-emotional progress.**

**Richard Wright will continue to enhance student academic and social-emotional progress through a**

personal touchpoint called Family Matters. Family Matters is a school wide gathering of the entire school community where we share behavioral and learning strategies. We involve students in community practices that build strong culture.

Additionally, our students participate in character education lessons during this community meeting and have the opportunity to earn positive referrals from staff as well as recognition as the student of the week. Richard Wright PCS related service providers will continue to schedule teletherapy sessions with students and their families to help support their social-emotional needs and progress.

- 15. For LEAs serving students in grades 9-12: Describe how the LEA will adjust its approaches to credit attainment, recovery and support for postsecondary transitions to ensure all students are on track to graduate.**

**Richard Wright PCS has adjusted their instructional schedule to 4x4 90 minute blocks to ensure that students will be able to increase the number of credits attain in a school year. Additionally RWPCS will provide students the opportunity to increase credit attainment through credit recovery summer program for the year 2022, Saturday School and online courses.**

### **3.C: Special Populations**

#### **Students with Disabilities**

LEAs must include students with disabilities in the general application of these guiding principles. After doing so, LEAs are additionally responsible for reviewing and conducting the following activities to ensure the continued provision of a free appropriate public education (FAPE) to students with disabilities. OSSE encourages LEAs to conduct individualized review of student data to identify appropriate accelerated learning instructional approaches. LEAs should also consider whether or not a student's individualized education program (IEP) is designed to support accelerated learning and should engage families in information sharing regarding the LEA's plan for the delivery of accelerated learning, IEP services designed to support accelerated learning, and the delivery of FAPE.

- 16. Describe the LEA's plan to serve students with disabilities, including students the LEA has placed in non-public special education schools and students participating in distance learning, including:**
- a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;**
  - b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how LEAs will communicate those instructional approaches to families;**
  - c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;**

- **d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and**
- **e. The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning.**

Richard Wright PCS will utilize IXL's Real-Time Diagnostic to assess students with disabilities upon return to school to determine the nature and extent of interrupted instruction. Students will take an initial 45 minutes diagnostic per subject upon their return to school, followed by weekly 10-15 diagnostic questions. The assessment will provide an accurate, real-time achievement portrait of each student, pinpointing his or her current working grade levels of subject knowledge, reading levels, and provide personalized recommendations for growth. The assessment report will allow students to play an active role in their ongoing learning, and provide instructors access to real-time snapshots of students' understanding to support ongoing and accelerated learning.

IEPs will be updated appropriately with any special considerations, accommodations, and service hours needed to ensure access to accelerated learning following each student's initial diagnostic results.

Richard Wright PCS will use the IXL Real-Time Diagnostic, mentioned in the response to question 16a above, to evaluate the need for, determine or design appropriate services for students with disabilities. Accelerated learning will be built into the LEA general bell schedule as an enrichment period: 45 minutes block on Monday-Thursday, and 20 minutes block on Friday. During this time students with disabilities will receive high-dosage tutoring in small groups via the IXL personalized learning program. Each tutoring session will be tailored to each student's ongoing IXL Real-Time Diagnostic Report.

Richard Wright PCS will communicate these instructional approaches to families via many platforms, such as emails, phone calls, teleconference, chartrooms, social media messenger, letters, and text.

Richard Wright PCS will continue to implement each student with disability's least restrictive environment (LRE) as outlined in his or her IEP, while ensuring access to interventions/accelerated learning through the aforementioned enrichment period built into the general bell schedule.

Richard Wright PCS will continue to support parent training for students receiving related services through distance learning by providing training sessions to practice skills in between teletherapy sessions as needed.

Richard Wright PCS will provide technology with embedded accessibility features and additional accommodations to ensure that family members with disabilities can access content to support their students' learning.

**17. For correctional facilities only: Describe the LEA/State Public Agency's plan to serve students with disabilities in correctional facilities, including:**

- a. The steps the LEA/State Public Agency will take to ensure that students with disabilities in correctional facilities are assessed to determine the nature and extent of interrupted instruction on their receipt of educational benefit;
- b. How the LEA/State Public Agency will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities in correctional facilities, and how LEAs will communicate those instructional approaches to families;
- c. The steps the LEA/State Public Agency is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning;
- d. The manner in which the LEA/State Public Agency will deliver accelerated learning to students with disabilities during the 2020-21 school year and how LEA/State Public Agency will communicate those instructional approaches to families;
- e. How the LEA/State Public Agency is maintaining Individuals with Disabilities Education Act (IDEA) timelines in collaboration with families and documenting delivered IEP services in correctional facilities; and
- f. The manner in which the LEA/State Public Agency delivers specialized instruction and related services for students across all settings.

DNA

**English Learners**

**18. For LEAs serving PK-12 grades: Describe the LEA's plan to serve English learners, including students participating in distance learning, including:**

- a. The LEA's approach to screening English learners across all grade levels, including a system for re-screening students screened provisionally during distance learning and providing parent notification; and
- b. The LEA's English learner program plans to provide effective language development and academic instruction that will accelerate learning for English learners across all learning environments, including what data the LEA will use to establish and monitor language learning goals for accelerated learning and how the LEA will determine if the student is making progress towards those goals.

At Richard Wright each student will be tested to determine ELL eligibility based on the home language survey completed by the parent/guardian upon registering their child. The WIDA-ACCESS Placement Test (W-APT) will be given to all incoming students who may be designated as English language learners to determine English Language proficiency, within the first 10 days of their first day of school. Based on the results of the test, the student will be provided with ELL services. The ACCESS test will be administered one time during the spring to each ELL student to monitor student growth in academic English throughout the year. Note: If a student transfers from another school, previous test results are requested from OSSE.

For students who were provisionally screened during distance learning the WIDA MODEL Online will be administered at the beginning of the 2021-22 school year. The WIDA MODEL Online is a WIDA-aligned English language proficiency assessment which will provide scores for all four domains (Listening, Reading, Speaking, Writing) as well as composites. These reports will help guide English learner student's annual language development goal-setting and level and the type of English language development services at Richard Wright.

Richard Wright will notify parents of ELs that their child was identified as needing EL

services. This will be done in an understandable and uniform format, and to the extent possible, the parent notification letter will be translated into a language that parents can understand.

Each teacher is aware of the challenges for ELLs in their content area, therefore to support ELL students, classroom teachers use various instructional strategies. Word Walls are used to support content area material and vocabulary. Visuals, such as Flow Charts, Graphs, Venn Diagrams, and Time lines are used to support oral and written communication. Read aloud is used to increase fluency. The ELL Coordinator provides more personalized one-on-one instruction in all subject areas by using a pull-out model. In this pull-out model the ELL Coordinator works individually with the student to offer detailed support and modified instruction on content area assignments.

Students are evaluated annually for their English Language acquisition through the ACCESS test. Academic progress is gauged by content area 10-day assessments, progress reports, report cards, Mid-terms, the San Diego Quick Assessment, which is administered 3 times a year and monitors the progress of word recognition as it relates to fluency, and District-wide standardized tests. Let's Go Learn is another reading comprehension assessment given to all students that assesses lexile levels, vocabulary, fluency, spelling and writing.

The ELL Coordinator will ensure that proper accommodations are implemented in materials, lessons, and curriculum for English Language Learners to achieve competency in all subjects. The ELL Coordinator will work collaboratively with teachers and staff to provide support for a more personalized learning experience for those who are limited English proficient. Moreover, a language support addition of the IXL program will be employed to provide ELL access to the LEA's high-dosage tutoring program. One-on-one services will be provided so that each student becomes self-sufficient in English and reaches their maximum potential in the target language. When necessary, the ELL Coordinator will translate applicable school information and make phone calls to any parent whose first language is Spanish.

## **Effective Use of Funds in the 2021-22 School Year**

**19. LEAs receiving ESSER III-ARP funds only: Describe the extent to which and how ESSER III-ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC Health [guidance](#) on reopening schools, in order to continuously and safely open and operate schools for in-person learning.**

RWPCS stays in close communication with the DOH and OSSE. Our school will continue to coordinate with and follow the recommendations of the DOH, Centers for Disease Control (CDC), OSSE, and the Mayor's Office. RWPCS will adhere to health and safety protocols to include:

- increased hygiene and sanitation protocols;
- enforcing social distancing where practicable;
- utilizing directional hallways where possible;
- keeping students with their cohort as much as possible;



- limiting parent and visitor access;
- avoiding large gatherings, such as assemblies.
- cleaning to our building on a daily, weekly, and monthly basis. Richard Wright will utilize the outside vendor to sanitize and disinfect all areas such as offices, bathrooms, common areas, and frequently touched surfaces throughout the building paying particular attention to those areas visited by the ill person.
- Each classroom and office will also have an Air Purifier
- requirements to wear masks all day unless eating
- temperature checked upon entering the building
- use of hand sanitizer stations throughout the building

**20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions<sup>6</sup> to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.**

RWPCS will utilized 20% of the ESSER III-ARP Funding to implement evidence-based interventions, such as

- summer learning or summer enrichment,
- online credit recovery,
- extended day,
- comprehensive afterschool programs,
- ESY,
- intervenionists as needed,
- and tutoring afterschool

to be available for all students and derived from the data reeived from Academic leadership, Mental Health Department, Attendance Monitor, Special education director, and the LEA Homeless Liasion. The interventions will respond to students' academic, social, emotional, and mental health needs. **Richard Wright PCS will offer a full continuum of services across all academic disciplines as well as wrap around services.**

**21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses<sup>7</sup> of the funding.**

RWPCS will utilizie the remaining funds from ESSER III-ARP Funding to assist staff, parents, and students as follows:

- Continue to seek teachers with the ability to help students close the acheivement gape
- Continue to facilitate portions of premiums for health and mental care for all staff members
- Employ Admissions Director/Homeless Liasion to assist parents in need of transportation to and from school for the academic day and or meetings.
- Provide assistive technology (chromebooks, headphones, and hotspots) as needed for all students for on



campus, hybrid, and remote learning

- Provide uniform cost assistance for all students
- Purchase PPE for all staff and students and all visitors to RWPCS
- Purchase Air Purifiers
- Online Credit recovery
- IT Technician to assist students with Technology issues

**22. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional and mental health needs of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students.**

## SY 2021-22 Continuous Learning Plan Assurance Statement

### The LEA attests to the following statements regarding delivery of instruction:

- ☒ The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.
- ☒ The LEA attests to completing the ELA curriculum materials survey coinciding with the submission of the CEP.

### The LEA attests to the following statement regarding 2021-22 school year attendance:

- ☒ The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for 2021-22.

### The LEA attests to the following statement regarding graduation and promotion for 2021-22:

- ☒ The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 220310 and/or in accordance with its charter agreement - if applicable.

### The LEA attests to the following statements regarding serving students with disabilities, including students in non-public special education school settings (please check all boxes):

- ☒ Students with disabilities have equitable access to distance and in-person learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- ☒ LEAs will ensure timely completion of IDEA procedures, including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.
- ☒ LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of distance learning. Consistent and clear communication encourages parent and student participation in distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- ☒ LEAs will ensure recovery planning and implementation includes identification of strategies, systems and protocols to support implementation of all elements of recovery plans, as well as addresses overdue initial and reevaluations for eligibility, IEP revisions and all other IDEA-prescribed timelines delayed due to school closures.
- ☒ LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.
- ☒ During the 2021-22 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of educational benefit for students with disabilities. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of interrupted instruction for students with disabilities.

**The LEA attests to the following statements regarding serving English learners (please check all boxes):**

- ☒ The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.
- ☒ The LEA will develop a plan for ensuring continuity of its English learner program and services to all English learner students across both distance and in-person learning environments,
- ☒ The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners' language and academic goals.

**The LEA attests to the following statement regarding technology:**

- ☒ The LEA will ensure that, to the extent its distance learning program uses technology, each student will have access to a device and internet connectivity sufficient to fully participate in the school's learning program.

**The LEA attests to the following statements regarding family, stakeholder and public engagement (please check all boxes):**

- ☒ The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- ☒ The LEA has taken comments of the above-named groups into account in the development of the CEP.
- ☒ The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq
- ☒ The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.
- ☒ The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2021-22 school year and provide families awareness of:
  - An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 school year, in an understandable and uniform format; and
  - Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.
- ☒ The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.
- ☒ The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

**The LEA attests to the following statement regarding locally administered assessments:**

- ☒ The LEA ensures that the information reported herein is accurate to the best of its knowledge, and the LEA will ensure that it will administer assessments equitably to all students and will communicate the results of locally administered assessments to students' families.